**Lesson Plan #1**

**Name:** Rachelle Burgess

**Age/Grade Level:** 3rd Grade

**Subject Area:** General Music

**Unit Title:** Harmony

**Lesson Title:** Experience Listening, Singing, and Rhythmic Harmony

**Estimated Time:** 40 minutes

**Purpose/Rationale for Lesson: .**

To guide students in performing independent musical parts, and to give them a fundamental acquisition of basic harmonic music prior to **presenting** the concept of harmony; to develop the students’ vocabulary concerning musical terms in relation to harmony (consonance and dissonance) so that they may grow in their collaborative skills with other people and musicians.

**Curriculum Framing Questions: .**

**Essential Question:** How can we and why should we collaborate musically with other people?

**Unit Question that applies to this lesson:** How is harmony performed?

**Content Question:** What effect is created by the concurrent use of sounds?

**Goals: .**

1)Develop students understanding of consonant and dissonant sounds, and their ability to distinguish between the two.

2) Perform different types of harmony in music, including playing and singing rhythmically and melodically independent parts. .

3) Continue mastery of tika tika & tom-ti ti-tom rhythms from a previous unit.

**Learning Objectives: MENC Standard**

**In order to perform different types of harmony in music, students will:**

--Play a variety of non-pitched percussion instruments (2)

--Play independent ta, ti-ti, tika-tika, and tom-ti/ti-tom rhythms (2) --Sing in tune and in both unison and in 2 part harmony. (1)

--Arrange a rhythmic composition within the parameter s of the (4)

opening rhythmic activity.

**In order to continue mastery of tika-tika and tom-ti ti-tom rhythms, students will:**

--Play independent ta, ti-ti, tika-tika, and tom-ti/ti-tom rhythms (2)

--Read rhythmic notations for ta, ti-ti, tika-tika, and tom-ti, ti-tom (5) .

**In order to identify the difference between consonance and dissonance, students will:**

--Move between two distinct places labeled ‘consonance’ and ‘dissonance’

as they are listening to music that is alternating between the two. (6)

--Describe what they hear when exposed to consonant and dissonant music. (6)

**Curriculum Standards:**

**MENC National Standards-**

#1: Singing alone and with others, a varied repertoire of music.

#2: Performing on instruments alone and with others, a varied repertoire of music.

#4 Composing and arranging music within specified guidelines

#5 Reading and notating music.

#6 Listening to, analyzing, and describing music.

**Materials Needed: .**

--Rhythm Matrix (self made manipulative)

--Document Camera

--“Hey,Ho,Nobody Home” (Kodaly Level One. Portland State University, 2010. Master Copy)

--26-30 non-pitched percussion instruments.

--“Blue Bird”(46 2-Part American Folk Songs. Bacon, p.9)

--piano

--Vivaldi’s “Four Seasons” cd (30 second excerpt).

--http://www.youtube.com/watch?v=pV6BeeoX474 (George Crumb, Black Angels, Use less than 30 seconds)

**Background knowledge or skills students need prior to lesson: .**

-Steady beat acquisition

-Unison singing in tune (simple melodies)

--Adequate performance of rhythmic units: ta, titi, tika-tika, & tom-ti/ti-tom.

--Must know how to sing “Bluebird” (second grade curriculum).

**Teacher Prep: .**

--Have document camera set up, with rhythm matrix turned around, so it isn’t distracting.

--Label each corner of room 1-4, and put at least 6 non-pitched percussion instruments at each station.

--Pick one wall in the classroom. Label one side “consonance” and the other side “dissonance.”

--Put Vivaldi in the cd player, and have it ready to play.

**Hook/Warm Up: .**

“Rhythm Matrix Activity” (Students will participate in order to perform rhythmic musical harmony)

--As students come into classroom, teacher counts them off in 4’s.

--Students go to 1 of 4 stations set up and labeled 1-4, each with various non-pitched

percussion instruments. Teacher leads students in several rounds of call

and response with known rhythms. *3 minutes*

--Teacher asks, “Please raise your instrument if you are playing a guiro…….

Please raise your instrument if you are playing a cabasa.” (repeat with all

review vocab instruments(see Attention to Literacy below) *1 minutes*

--Teacher reveals rhythm matrix on document camera, and tells group 1 to

play row 1 forwards. Teacher tells group 2 to play row 2 forwards, etc.

Students play as directed. *2 minutes*

--Teacher tells group 1 to play column 1 upside down to right side up.

Teacher tells group 2 to play column 2 upside down to right side up, etc. *1 minute*

--Teacher tells class to pick any 4 boxes in the matrix, and play them in time

with the whole group. Teacher: “If you’d like, you can pick one buddy to play the

same boxes with.” Students play as directed. *2 minutes*

**Procedures:**

1) Do warm up/hook activity, “Rhythm Matrix” (see instructions above) *9 minutes*

2) Play a M3 on the piano, and ask students to go to “consonance” if it sounds good

to them, and to go to “dissonance” if it sounds bad to them. Once everyone has made

a choice and moved accordingly, teacher tells them she played what we call in music,

“consonance.” Consonance means that when more than one sounds are played together,

what you hear sounds good, or pleasing to the ear.

“Dissonance” means that when more than one sounds are put together,

they sound bad, or “dissonant” to the ear. *2 minutes*

3) Play a tritone on the piano, and ask students to move to the side of the room

that describes what they hear: consonance or dissonance? Cold call a couple

of students and ask them what they hear and how it makes them feel. Ask them

to describe the sound. *3 minutes*

4) Alternate between playing a 30 second recording of Vivaldi’s “Four Seasons“

on a cd and playing a 30 second youtube clip of George Crumb’s “Black Angels”

and repeat activity with 2-3 cold calls. The students called on tell what they hear

(good sounds or bad sounds), and how the sounds make them feel. *4 minutes*

Explain that “Black Angels” is dissonant, which is music that sounds tense or

bad to our ears and “4 Seasons” is consonant, which sounds pretty,

beautiful, or nice to our ears. *2 minutes*

5) Students imitate the teacher’s demonstration of “Hey, Ho, Nobody Home”

until they can replicate the melody accurately. Ask a student to summarize

the meaning of the lyrics to the song. 2 minutes

6) Tell the students we are now going to sing in what musicians call a “round.”

Teacher: “This means that we are going to sing the same song, but we will

start singing at different times.” Tell a proficient student to start singing the

song first, and to sing it through twice. Demonstrate singing in a 2 part round

with a proficient student helping you model. Cue students in.

Students sing song in a 2 part round. *4 minutes*

7) Students hold hands in a circle and sing “Bluebird,” part 1 (known song) twice. *2 minutes*

8) Students imitate teacher’s demonstration of “Bluebird” part 2 until part 2

can be sung accurately. Ask for a volunteer to tell what is happening

in the song in terms of the lyrics. Correct answer: “The bluebird is trying to

hop into the window. Then the bluebird takes a partner and hops in the garden.”

(The lyrics help the students remember what to do in the game.) *3 minutes*

9) Teacher breaks class in half. Half sing Bluebird part1, and the other half

sing Bluebird part 2 simultaneously. Sing several times until it is sung accurately. *4 minutes*

10) *Closure:* Blue Bird Game.

Teacher is the first “it,” and weaves under hands until she “takes a little

partner,” and “hops in the garden.” Her partner is the new “it.”

Repeat song so a few people get turns to be “it.” 5 *minutes*

11) Teacher: “I will see you la - ter.” Students line up.

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d l l l l l d

m r r r d m d *2 minutes*

**Differentiation/Accommodation**: .

--ADHD student:

- Student can play two instruments for the rhythm matrix activity and have permission to switch instruments with other students in their group after each segment of the activity.

- Encourage student to alternate between patsching a steady beat on their lap and patsching the rhythm on their lap when singing known songs in the lesson and learning new songs in the lesson.

- Assign the student a “music buddy” to help regulate their behavior and keep them engaged.

--2 students with IEP’s for being 3 years below reading level:

- Read everything written down on the board &/or labeled signs out loud.

- Discuss meaning of lyrics to “Bluebird” and “Hey, Ho, Nobody Home.”

--TAG student:

**-** Let’s assume the TAG student is taking private piano lessons. Teacher asks student to play both parts of Bluebird on the piano while the class sings in harmony.

- Encourage the student to help others who are struggling. In the case of part singing, if another student is struggling with pitch, place the TAG student next to them.

**Attention to Literacy: .**

**New Vocabulary:** Consonance, Dissonance.

**Review Vocabulary:** cabasa, guiro, maracas, finger cymbals, hand drum, percussion, congo drum,

shakers, woodblock.

**Assessment and Evaluation of Student Learning:**

**Total Points Possible Today: 9 points (1/field demonstrated).**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Student | Attendss | Sing  In  Tune | Knows  Review  Vocab | Cons.  Vs.  Diss. | Read  Rhythms | Play  Rhythms | Sing  Harmony | X/7 |
| Carrie |  |  |  |  |  |  |  |  |
| Adam |  |  |  |  |  |  |  |  |
| Ben |  |  |  |  |  |  |  |  |
| Jerry |  |  |  |  |  |  |  |  |
| Alice |  |  |  |  |  |  |  |  |
| Stacey |  |  |  |  |  |  |  |  |
| Amara |  |  |  |  |  |  |  |  |
| Lucy |  |  |  |  |  |  |  |  |
| David |  |  |  |  |  |  |  |  |
| Isabella |  |  |  |  |  |  |  |  |
| Darren |  |  |  |  |  |  |  |  |
| Josh |  |  |  |  |  |  |  |  |
| Jerrod |  |  |  |  |  |  |  |  |
| Astrid |  |  |  |  |  |  |  |  |
| Tobias |  |  |  |  |  |  |  |  |
| Tammi |  |  |  |  |  |  |  |  |
| Eliott |  |  |  |  |  |  |  |  |
| Peggy |  |  |  |  |  |  |  |  |
| Luca |  |  |  |  |  |  |  |  |
| Lydia |  |  |  |  |  |  |  |  |
| Juan |  |  |  |  |  |  |  |  |
| Yesenia |  |  |  |  |  |  |  |  |
| Alex |  |  |  |  |  |  |  |  |
| Clementine |  |  |  |  |  |  |  |  |
| Carlos |  |  |  |  |  |  |  |  |
| Aparna |  |  |  |  |  |  |  |  |

**Lesson Test Population: .**

About 26 students

About 50%male, 50%female.

Behavioral Issue: 1 student is diagnosed with ADHD.

Academic: 1-2 students have IEP for reading/writing three grade levels below class grade.

One other of your choice: TAG